

End of Year Progress Report on Equity, Achievement and Climate Goals

Due: June 3, 2010

School: Community Montessori Principal: Marlene Skovsted SIT Chair: Lisa Gardner-Sweeney

SMART GOALS

Equity (E): **Equity (E):** 60% of our NEP and LEP ELLs will make more than year's growth in reading or meet district grade level benchmarks in reading by spring of 2010. 60% of our NEP and LEP ELL 4th and 5th graders will make a score of 50 or greater according to the Colorado Growth Model by spring of 2010.

Achievement (A): Community Montessori's weighted index as measured by the 2010 Writing CSAP will increase by at least 5 points over a one-year period, rising from 90-95.

Climate (C): We will increase the positive response rate by at least 10 percentage points on the BVSD Student Climate Survey: #14, #18, #30, #31 and #37 over a period of two years from 2008-2010. YEAR 2: We will increase the positive response rate by at least 6 percentage points on the BVSD Student Climate Survey: #30 and #31 by spring of 2010.

2009-2010 Community Montessori End of Year Progress Report to school community: 6/03/10

You will find below a review of our 09-10 school goals and a summary of the progress made toward these goals. The completed end of year progress report is available on line (<http://schools.bvsd.org/communitymontessori/>) or hard copies are available in the office. If you have any questions do not hesitate to talk with your child's teacher, SIT-PTA leaders who are responsible to help set and monitor our school goals, or Marlene.

The Community Montessori Vision and Mission guide our work

Vision: The Community Montessori graduate:

- has developed a respect and responsibility for self, others and the environment
- has attained the skills and commitment to make a worthwhile contribution to society
- is a life-long learner

Mission: In partnership with families, CM of Boulder Valley challenges the intellectual, social, emotional, and physical potential of a diverse student population by providing a quality Montessori program aligned with state standards and the BVSD strategic initiatives.

We utilize the TIES Process to set our goals

The TIES vision is to create and sustain a network of high achieving schools where patterns of achievement are not predicted by race, ethnicity, gender, poverty, ability, sexual orientation, or language. The TIES team attends training and meets regularly to provide leadership to other staff and parents to develop school goals and set action plans. The TIES cycle of Inquiry is used to determine statements of celebrations and challenges in our data trends and patterns. Prior results are carefully reviewed, brainstorming occurs regarding root causes for high leverage problems, and theories of action are formulated. Smart goals and action plans are then written in three areas--Achievement, Equity, and Climate.

School SMART (specific, measurable, attainable, results-based, time-bound) Goals

SMART Goal for Achievement: Community Montessori's weighted index as measured by the 2010 Writing CSAP will increase by at least 5 points over a one-year period, rising from 90 to 95.

SMART Goal for Equity: 60% of our NEP (Not English Proficient) and LEP (Limited English Proficient) students will meet grade level benchmarks in reading or make more than a year's growth in reading by spring of 2010.

SMART Goal for Climate: We will increase the positive response rate by 10 percentage points on the BVSD Student Climate Survey over a two year period (2008-2010) on items: #14-not made fun of because different; #18-school rules easy to understand; #30-I have not been physically hurt; #31-students with disabilities are treated fairly; #37-not teased because of different language. YEAR 2: We will increase the positive response rate by at least 6 percentage points on the BVSD student climate survey: #30 and #31 by spring of 2010.

End-of-Year Summary of Progress on 09-10 Goals

Each goal plan consists of strategies that will address practice, policy or programming through action in three domains: the classroom, the school organization/design, and parent/community partnerships. Each teacher aligns classroom and personal goals with our all-school goals. SIT-PTA helps to monitor goal progress and also aligns fundraising and community support with our CM school improvement plan (SIP). Progress is reported on goals in November, March and at the end of the school year.

Achievement: The Montessori curriculum, the prior year's CSAP results, writing rubrics, and the district 'Curriculum Essentials Document' serve to drive and differentiate writing instruction. Students wrote in their letter journals regularly during the year and assignments were integrated throughout the content areas. Authentic writing and published work fostered motivation and the refinement of skills. Homework was aligned with writing target areas when possible. The writing program, 'Being a Writer,' was utilized in all classrooms and was also supplemented with extended writing lessons and Montessori lessons. Generally, 'Being a

Writer' was effective for content and voice, and extended lessons targeted mechanics and conventions. Writing occurred daily through the Montessori works and Writer's workshops. Children regularly practiced all aspects of the writing process--planning, drafting, revising, editing and publishing. Peer conferencing and conferencing with the teacher occurred during writer's workshop. Some students participated in a 'writers in the school program' with University students. Their poems were published and read aloud to their parents and each other. Classrooms have implemented the new spelling adoption, "Words Their Way." The development of a new assessment tool using the English language profile ELRS in the new CED is still in process.

Equity: Teachers aligned lessons with the 'DRA2' focus areas for instruction, the district 'Curriculum Essentials Document,' and the ESL standards resulting in more targeted instruction during intervention groups. Bilingual staff and parents provided preview and review of core lessons focusing on the development of background knowledge, building of vocabulary, and improving syntax. ESL teachers met monthly to create assessments aligned with ESL standards. Students/teachers created rubrics to assess their summary work. Trained teachers have used Advantage Math assessments for targeted ESL students. Staff connected students with additional academic and social resources. The SIT-PTA sponsored multicultural community events and after school soccer teams to build a strong and cohesive community. The SIT-PTA raised funds and wrote grants to support the Montessori program and all children. Teachers presented to ELL families 'a read at home' literacy event at school and provided books and math activities for the summer. Teachers continue to participate in advanced study to obtain ESL endorsement and to continue learning about second language acquisition.

Climate: Professional development and collaboration has been ongoing among teachers and parents in the *Nurtured Heart Approach (NHA)* to positive behavior support. Explanation and quotes from All Children Flourishing and the Inner Wealth Initiative were included regularly in classroom and school newsletters. Fifty copies of the book, All Children Flourishing, have been purchased by parents/staff. Twenty-five parents participated in a 5-week class on the Nurtured Heart Approach to positive discipline. Four teachers attended the NHA advanced training in January. Dinner conversation on social skills topics have been published in the school and classroom newsletters. Direct instruction happens in the classroom through Lessons in Montessori Grace and Courtesy, Restorative Justice, the anti-bias curriculum, social skills, and peer mediation. Staff training and classroom lessons have occurred on hidden disabilities as well as visible disabilities. A bibliography was created by our media specialist to support classroom instruction and our all-school goals. Our community building events—Kermes, the Sock Hop, and the Earth Day Event were well attended by families with children of all ages and even some alumni. The Positive Behavior Support (PBS) "Code of Respect" has been introduced to all children. Posters clearly identifying our Community Montessori Code of Respect were distributed and the new code of respect taught in the classrooms. Ask your child about the Community Montessori **Code of Respect: Respect Self, Respect Others, Respect the Environment**. Everything we strive to do and be as individuals and as a community reflect this code of respect! Our continuous commitment is for adults and children to practice daily respect, kindness and caring for each other while we learn together in our Montessori community.



Published End of Year Progress Report (continued)

Final Progress Report on Equity, Achievement and Climate

Using Inquiry 5 of the School Improvement Plan, describe progress on each strategy. Add more rows as necessary. If you have added strategies since the SIP was submitted, include them.

Transformational Strategies (Column 1 of Inquiry 5)	E A C	Status	Evidence of Progress	Elaboration/Comments/ Issues
Align teaching lessons with focus For Instruction and CED along with CSAP rubrics and look for gaps in our instruction in reading and math literacy	E	3	Teachers have created individual goals aligned with our all-school equity goal to address areas of students’ needs. Each teacher has participated in a goal conference with principal to discuss ‘High 5’ students and plans of action.	Teachers working on a framework/ structure for summary and students are creating rubrics to assess summaries. Children are playing games like checkers and card games, doing think-pair-share and working on
		3	Teachers are creating reading logs and check lists addressing ELRs based on the ESL standards in the CED and Focus for Instruction areas per grade level.	
		3	Guided reading lessons now incorporate writing a summary, reflection, and interpretation. Other research–based lessons are utilized to make progress and on-going assessments document that progress.	

		3	Upper elementary classrooms are working with kindergarten classes to improve oral language skills and reading skills.	reading directions 5 th graders made weekly reflections and received weekly reflections from classroom teacher about how the process was going. 5 th graders gave kindergarten students books for the summer at the end of the school year.
		3	Classroom teachers and ESL teachers are focusing on the vocabulary from the CED in language arts, math, science and social studies to ensure that all students understand grade level vocabulary.	Classroom teacher with diverse population shared CED math vocabulary with parent cohort leaders to support first language. Parent leaders taught vocabulary in first language. (Chinese, Korean and French)
		3	Teachers are grouping students for reading instruction according to DRA focus for instruction.	
		3	Trained teachers are using Advantage Math assessment for targeted ESL students.	5 ELLs have been assessed.

<p>Create a shared on-line repository for lesson plans that are research-based related to teaching the 5 elements of reading: fluency, comprehension, phonics, phonemic awareness, and vocabulary. Teachers will add a lesson plan connected to a specific element with a focus on comprehension and vocabulary</p>	<p>E</p>	<p>1</p>	<p>Sub-committee piloting a shared space for staff.</p>	<p>The rest of the staff decided that this would not be helpful. Teachers shared lessons and ideas, but they were not put on a blog.</p>
<p>Teachers will use Word Task Analysis assessments to help drive their instruction around phonics, phonemic awareness and fluency.</p>	<p>E</p>	<p>3 3 3</p>	<p>A teacher is using the higher level tasks to help her focus her instruction for children already meeting grade level benchmark. (One student is an ELL)</p> <p>3 teachers attended the Task Analysis training and shared new ideas/learnings for how to use this information for progress monitoring and teaching of specific skills.</p> <p>Winter assessments completed Spring assessments completed for word analysis</p>	<p>Much more focused instruction in these areas was used in intervention groups. Interventionists took class, “Linguistic Remedies for Reading,” and aligned instruction with ideas from class and word analysis assessments.</p>

Teachers will continue to learn ways to build background knowledge and vocabulary with ELLs	E	3	8 teachers and the principal are taking a class through Language, Culture and Equity to gain more ideas for building background knowledge, vocabulary and ways to improve comprehension and reading skills for ELLs.	Have already completed 5 classes- sheltered instruction and building background knowledge, creating language and content objectives, comprehensible input and interaction. Have met five times-the class meets six times Have met about Chapters 1-4 Classes completed. Information shared with other teachers, notebook created for future professional development to be used with the rest of the staff.
		3	2 teachers are participating in a book group study called "Teaching Reading to ELLs."	
		3	Teachers are including content vocabulary in parent letters and homework assignments.	
		3	Math problem solving homework is being translated into Spanish.	
		3	Native language tutor is using Spanish language science materials and sheltered English to support reading in science.	
		3	Kindergarten ELLs working with individual language coaches (Korean, Chinese, French, Turkish).	
			5 th graders are working with kindergarten	

			ELLs for additional language support in class and in social situations.	
Develop strategies for parents to use while reading with their children	E	3	Teachers are sending literacy bags and books on tape home.	10 more cassette tape records acquired. Will continue to purchase books on tape to be used next year.
		3	Some teachers attended a workshop at the 2009 Public School Montessori Forum called "Connection--Home and School for Diverse Families." (11-14)	
		3	Teachers presented to ELL families a read at home literacy event at school.	
		3	Parent/Teacher conferences were completed and many strategies for the parents were shared with parents.	
		3	Teachers continue to share ideas about literacy development in their newsletters.	
		3	Met with Latino families on the last day of school and gave them books and math activities.	
Write on a daily basis to practice targeted instruction and the writing process. Targeted instruction will include mechanics and conventions (standard 3).	A	3	Students utilize writing journals, letter journals, DOL notebooks, integrated assignments from all content areas, peer review board, and research journals. Students publish narratives and nonfiction reports with posters and books.	

Supplement Being a Writer with additional trade books including Spanish titles, targeting specific skills and literary elements.	A	3	Teachers are currently compiling lists of trade books used. List of Spanish titles has been completed. Supplementing Being a Writer with extended writing lessons and Montessori lessons.	
Provide weekly feedback through conferencing. Students and teachers track progress.	A	3	Revisions and notes are included in writing journals. Teachers are tracking in grade books. Peer conferencing and weekly conferencing during writer's workshop. Rubrics are created with students for each step in the writing process and for the skills being taught during writer's workshop.	
Address deficit areas based on CSAP data, specific to grade levels.	A	3	Completed list.	
Provide additional, targeted instruction for struggling writers using ELR's from CED.	A	3	Small group and individual instruction is tracked in grade books. Writer's workshop at least 4 times per week.	
Develop ELL-aligned writing assessment tool using the English language profile ELRs in the new CED to more effectively drive instruction.	A	3	ELL teachers are using ELRs to drive instruction. Teacher in ESL endorsement cohort is working on creating this assessment.	This is a work in progress to be reviewed by teachers in the fall.
Writers in the School program.	A	3	Students write poems once per week. Will publish work as a culminating project.	Children participated in a poetry reading for each other and parents; this program will be offered again next year.

Classroom/School				
Climate Liaison meetings at district	C	3	4/28/10 Learned ways to track school progress and sharing of websites.	Jeannie and Heather have information on what different schools are using for their PBS.
Elementary Paras – meeting with principal and social worker	C	3	Playground management and hidden disabilities	Training for Elementary Paras
Grace and courtesy, Nurtured heart approach, anti bias, social skills, restorative justice, classroom meetings, peer mediation, and other affective lessons being taught. New PBS code of respect implemented	C	3	Distributed Positive Behavior Support logo to each teacher, who then taught new code of respect; implementation in the classroom	Implementation of PBS goal Larger posters on the PBS logo to come (Elizabeth).
Open enrollment tours	C	3	Tour of school, support to new families	
Open House	C	3	Tour of school, classrooms support to new families	
Nurtured Heart Approach	C	3	School newsletter BUZZ explanation, classroom newsletter explanation, staff newsletter 3 teachers trained in January, 1 re-vamp Continued training of support staff	Continued implementation of PBS model

Teach Language of physical disabilities (visible and invisible) and how we can treat them fairly. Review what physically hurt means and introduce what emotionally hurt means	C	3	Social worker implementing affective lessons throughout elementary classrooms	Social worker has begun teaching meaning of invisible and visible disabilities in classrooms and is setting up future sessions in classrooms who have not done them yet.
Peer Mediators / Student Leadership Team - teaching social strategies to lower elementary students, conflict resolution and playground games. Peer mediators also on Primary playground serving as conflict resolution sources.	C	3	Ongoing	
Curriculum based measures – document what lessons have been taught	C	2	Teachers will document what lessons they have given in levels binder	Nicole will print out calendar and put them in the binders. Teachers can begin documenting at next levels meeting.
Community Parent Education Night Take Time to Read – An ESL Family Night 2/25/10	C	3	Collaboration of teachers and ESL staff to support home language and English literacy	

Dinner Conversation Cards	C	3	Social Worker	December-present
All school events	C	3	Kermes	
		3	Sock Hop/ Silent Auction 2/19/10	
		3	Garden to Table Earth Day Event 4/22/10	

***Key** 3 = fully implemented 2 = implementation in progress 1= in planning stage 0 = cancelled or not started